

## LATEC Annual Report 2014 – 15 Academic Year

### Program Enrollment Summary

GRADUATION YEAR	2010	2011	2012	2013	2014	2015	2016 PROJECTED Currently enrolled in internship	2017 PROJECTED Currently enrolled in practicum
ECE Grads	3	5	5	7	2	*2	NA	NA
Elem Ed	NA	NA	NA	NA	NA	NA	NA	NA
SEC Grads	3	4	5	9	5	3	2	5
TOTAL	6	9	10	17	7	5	2	5

\*Final cohort of Early Childhood graduates

### Pre-Admission: Transition I

Transition I requires a minimum cumulative GPA of 2.75 and passing scores on the Praxis CORE tests of academic skills in reading, math, and writing or substitution of qualifying scores on the ACT (composite of 24 and 22 in each subtest for which student wishes to substitute scores).

Practicum GPA Analysis For admission to practicum in Fall 2015	GPA Range	GPA AVERAGE at entry to practicum
AVG for ELED Candidates (N = 0)	NA	NA
AVG for SEC Candidates (N = 5)	2.975 – 3.810	3.258

<b>Praxis CORE Analysis</b> For admission to practicum in Fall 2015	<b>READING</b> State Cutoff Score = 156	<b>WRITING</b> State Cutoff Score = 162	<b>MATH</b> State Cutoff Score = 150
<b>AVG for ELED (N = 0)</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>AVG for SEC (N = 3)*</b>	<b>175.3</b>	<b>170</b>	<b>168</b>

\*1 practicum student was admitted based on ACT substitution scores in all three areas. Another substituted ACT scores for reading and math. (N=4 in regard to the average writing score.)

## Admission to Internship (2015-16 Interns): Transition II

### Summary of Intern Admission Data from Spring 2015 Interviews

#### Candidate Disposition Rating Analysis (at acceptance into Internship)

This candidate . . .	Satisfactory for teaching—	Should be reviewed—	Should NOT teach—	No opportunity to observe—
demonstrates proficiency in reading, writing, speaking.	100.00% 11	0.00% 0	0.00% 0	0.00% 0
demonstrates intellectual ability in a liberal arts major.	90.91% 10	0.00% 0	0.00% 0	9.09% 1
demonstrates skills in organization, planning, and time management.	81.82% 9	9.09% 1	0.00% 0	9.09% 1
displays enthusiasm for the teaching profession.	100.00% 11	0.00% 0	0.00% 0	0.00% 0
is committed to lifelong learning.	90.91% 10	0.00% 0	0.00% 0	9.09% 1
will utilize research, reflection, and assessment to improve teaching and learning.	81.82% 9	0.00% 0	0.00% 0	18.18% 2
will respect, accept, and support ALL students.	90.91% 10	0.00% 0	0.00% 0	9.09% 1
will utilize technology as an instructional tool.	90.91% 10	0.00% 0	0.00% 0	9.09% 1
appreciates the need for effective communication and is able to communicate effectively.	90.91% 10	9.09% 1	0.00% 0	0.00% 0
will be willing to collaborate effectively with colleagues in cooperative teaching/learning teams.	81.82% 9	0.00% 0	0.00% 0	18.18% 2
will be willing to use a variety of teaching/learning strategies at the appropriate developmental level.	90.91% 10	0.00% 0	0.00% 0	9.09% 1
will strive to create and maintain a positive classroom environment.	100.00% 11	0.00% 0	0.00% 0	0.00% 0

<b>Internship GPA Analysis</b> At entry for 2015-16 Interns	<b>GPA Range</b>	<b>GPA AVERAGE at entry to internship</b>
<b>ELED Candidates (N = 0)</b>	<b>NA</b>	<b>NA</b>
<b>SEC Candidates (N = 2)</b>	<b>3.306 – 3.516</b>	<b>3.411</b>
<b>AVERAGE COMBINED GPA</b>		<b>3.411</b>

## Exit from Program: Transition III

### Information for Spring 2015 Graduates

#### Praxis II Information

- **Early Childhood:** All ECE Candidates (2) passed their Praxis II exams and met all other requirements for Arkansas licensure.
- **Secondary:** All SEC Candidates (3) passed their Praxis II exams and met all other requirements for Arkansas licensure.

## 2014-15 Candidate Exit Interviews

**N = 2 (P-4); N = 3 (Secondary)**

	Prepared me very well	Prepared me adequately	This course did not prepare me	I did not take this course, or I did not take this course at Lyon College
EDU 202 Overview of Teaching	60% (3)	40% (2)	-	-
PSY 310 Child and Adolescent Development	80% (4)	20% (1)	-	-
EDU 325 Practicum I	60% (3)	40% (2)	-	-
EDU 326 Practicum II	60% (3)	40% (2)	-	-
PSY 339 Learning and Cognition	100% (5)	-	-	-
EDU 335/36 Educating Diverse and Exceptional Learners and Field Experience	80% (4)	20% (1)	-	-
EDU 495 Student Teaching Internship and Seminar	100% (5)	-	-	-

EARLY CHILDHOOD - EDU 324 Children's Literature	100% (2)	-	-	-
EARLY CHILDHOOD - EDU 461 Methods of LA/Soc Studies	50% (1)	50% (1)	-	-
EARLY CHILDHOOD - EDU 462 Methods of Math/Science	50% (1)	50% (1)	-	-
EARLY CHILDHOOD - EDU 463 Methods of Visual, Performing Arts, Health/Wellness	50% (1)	50% (1)	-	-
EARLY CHILDHOOD - EDU 215 Survey of Early Childhood Education	100% (2)	-	-	-
SECONDARY EDUCATION - EDU 404 Integrating Liberal Arts in SECONDARY Education	100% (3)	-	-	-
SECONDARY EDUCATION - Please evaluate your Content Specific Methods Course	33.3% (1)	66.7% (2)	-	-
<b>Evaluation of OVERALL KNOWLEDGE AND SKILLS</b>				
CONTENT KNOWLEDGE	60% (3)	40% (2)	-	-
PEDAGOGICAL KNOWLEDGE	60% (3)	40% (2)	-	-
TEACHING DIVERSE LEARNERS	100% (5)	-	-	-
CLASSROOM MANAGEMENT	80% (4)	20% (1)	-	-
COMMUNICATING WITH FAMILIES & COMMUNITY	20% (1)	80% (4)	-	-
ASSESSMENT OF STUDENT LEARNING	60% (3)	40% (2)	-	-
<b>Quality of Mentoring</b>				
	Very Helpful	Somewhat Helpful	Not Helpful	
My mentor teacher for Fall Semester	60% (3)	40% (2)	-	
My mentor teacher for Spring Semester	100% (5)		-	
My Lyon College supervisor for Fall Semester	60% (3)	40% (2)	-	
My Lyon College supervisor for Spring Semester	60% (3)	40% (2)	-	

Lyon College Director of Teacher Education Fall/Spring Semester	100% (5)		
100% (5) would recommend their mentor teachers to future candidates			

### Program Structure:

#### 1. What do you consider to be the **STRONGEST** aspect of the Teacher Education program?

The strongest aspect is very good mentor teachers.

The strongest aspect was the great mentor teachers.

The educational courses prepared me well because the professors draw a very realistic picture of what teaching is like. The hard work we put prepares us for the real world.

I like that we begin our internship in the fall. That gives us extra practice with teaching that those at other schools do not receive.

Student Internship

#### 2. What do you consider to be the **WEAKEST** aspect of the Teacher Education program?

The weakest aspect is lack of content knowledge for Early Childhood. The classes don't really teach interns how to teach young children content knowledge on their level.

The lack of content knowledge in our classes was the weakest aspect.

I felt the Methods of Teaching English was somewhat helpful, but it was the least helpful of all my courses. I felt like I needed more structure to understand.

I really do wish that there was some way to major in Secondary Education.

Methods Course

#### 3. What aspects of the Teacher Education program should be changed?

Interns should not be forced to double major.

The aspects that should be changed is more classes that teach the content knowledge in the classroom.

I wish we could receive more than a concentration, considering all the work we put in.

It's all pretty much brilliant! I feel very prepared to teach now that I am finishing up this program.

If a student is required to take the methods courses, they should take them the fall or spring before internship.

#### 4. What aspects of the Teacher Education program should **NOT** be changed?

The amount of time spent in the classroom should not be changed because it is beneficial for future employment in the classroom

I think the year full of internship is something that should not be changed.

The professors are fantastic. They are a great support system, and I always felt like they truly cared about my teaching career.

I like it the way it is, to be honest.

This has been an awesome program. I have learned so much about teaching, and it has made me excited to become a teacher.

#### 5. Do you have any additional suggestions or comments about the Teacher Education Program that you would like to share?

No comments

#### 6. How prepared do you feel you are to assume a full time teaching position at this time?

*80% (4) said they are very prepared; 20% (1) say they are adequately prepared.*

## 2014-15 Mentor Final Evaluation of Interns – Early Childhood

N = 4 (ECE interns have two mentor teachers)

<b>DOMAIN 1: PLANNING AND PREPERATION</b>	Target (3.0) Performing at the level of a beginning teacher	Near Target (2.5) Rarely needs assistance	Proficient (2.0) Performing at the level of a beginning intern	Above Basic (1.5) Needs only modest assistance	Basic (1.0) Still needs assistance	Below Basic (0) Requires growth and practice
<b>Component 1a: Demonstrating Knowledge of Content and Pedagogy</b>						
Displays knowledge of content and the structure of the discipline.	25% (1)	75% (3)	0	0	0	0
Displays knowledge of prerequisite relationships among topics and concepts.	25% (1)	75% (3)	0	0	0	0
Displays knowledge of content-related pedagogy.	25% (1)	75% (3)	0	0	0	0
<b>Component 1b: Demonstrating Knowledge of Students</b>						
Displays knowledge of child and adolescent development.	75% (3)	25% (1)	0	0	0	0
Displays knowledge of how students learn.	100% (4)	0	0	0	0	0
Displays understanding of the importance of knowing students' skills, knowledge, and language proficiency.	100% (4)	0	0	0	0	0
Displays knowledge of students' interests and cultural heritage.	100% (4)	0	0	0	0	0
Displays knowledge of students' special needs.	75% (3)	25% (1)	0	0	0	0
<b>Component 1c: Setting Instructional Outcomes</b>						
Outcomes represent appropriate expectations, rigor, alignment, and sequence.	25% (1)	75% (3)	25% (1)	0	0	0
Outcomes are clearly written in terms of student learning and are measurable.	25% (1)	75% (3)	0	0	0	0
Outcomes reflect different types of learning.	50% (2)	50% (2)	0	0	0	0
Outcomes are suitable for diverse learners.	75% (3)	25% (1)	0	0	0	0

<b>Component 1d: Demonstrating Knowledge of Resources</b>						
Displays awareness of resources available in the school or district and some knowledge of those available through external sources.	50% (2)	50% (2)	0	0	0	0
Displays awareness of resources that may enhance content and pedagogical knowledge.	50% (2)	50% (2)	0	0	0	0
Displays awareness of resources for students.	50% (2)	50% (2)	0	0	0	0
<b>Component 1e: Designing Coherent Instruction</b>						
Learning activities are appropriate to students and support learning outcomes.	100% (4)	0	0	0	0	0
Materials to be used are appropriate to students and support learning outcomes.	100% (4)	0	0	0	0	0
Grouping is appropriate to students' needs and supports learning outcomes.	75% (3)	25% (1)	0	0	0	0
Lesson is coherent and well organized and pacing is appropriate.	75% (3)	25% (1)	0	0	0	0
<b>Component 1f: Designing Student Assessments</b>						
Assessment strategy is aligned with learning outcomes.	50% (2)	50% (2)	0	0	0	0
Assessment criteria and standards are clear.	50% (2)	50% (2)	0	0	0	0
Assessment strategy includes formative evaluation methods.	50% (2)	50% (2)	0	0	0	0
Considers how assessment results may be used to plan for future lessons.	50% (2)	50% (2)	0	0	0	0

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>	Target (3.0) Performing at the level of a beginning teacher	Near Target (2.5) Rarely needs assistance	Proficient (2.0) Performing at the level of a beginning intern	Above Basic (1.5) Needs only modest assistance	Basic (1.0) Still needs assistance	Below Basic (0) Requires growth and practice
<b>Component 2a: Creating an Environment of Respect and Rapport</b>						
Teacher-student interactions are mutually friendly and respectful and are appropriate to the age and cultures of the students.	100% (4)	0	0	0	0	0
Student interactions with each other are generally polite and mutually respectful.	100% (4)	0	0	0	0	0
<b>Component 2b: Establishing a Culture for Learning</b>						
Displays enthusiasm for content and students recognize its value.	75% (3)	25% (1)	0	0	0	0
Displays high expectations for students through instructional outcomes, activities, assignments, and classroom interactions.	75% (3)	25% (1)	0	0	0	0
Students accept teacher's high expectations and take pride in their work.	100% (4)	0	0	0	0	0
<b>Component 2c: Managing Classroom Procedures</b>						
Instructional groups are well organized and productive with minimal supervision.	50% (2)	50% (2)	0	0	0	0
Transitions are smooth with minimal loss of instructional time.	50% (2)	50% (2)	0	0	0	0
Utilizes resources with minimal loss of instructional time.	50% (2)	50% (2)	0	0	0	0
Manages non-instructional duties efficiently.	50% (2)	50% (2)	0	0	0	0
<b>Component 2d: Managing Student Behavior</b>						
Standards of conduct are clear to all students.	75% (3)	25% (1)	0	0	0	0
Intern is alert and responsive to student behavior at all times.	75% (3)	25% (1)	0	0	0	0
Intern's response to misbehavior is appropriate to students and respects the dignity of students, or student behavior is generally appropriate.	75% (3)	25% (1)	0	0	0	0



<b>DOMAIN 3: INSTRUCTION</b>	Target (3.0) Performing at the level of a beginning teacher	Near Target (2.5) Rarely needs assistance	Proficient (2.0) Performing at the level of a beginning intern	Above Basic (1.5) Needs only modest assistance	Basic (1.0) Still needs assistance	Below Basic (0) Requires growth and practice
<b>Component 3a: Communicating with Students</b>						
Intern's purpose for the lesson is clear, and connections to broader learning are clear.	50% (2)	50% (2)	0	0	0	0
Intern clearly explains directions and procedures to students.	50% (2)	50% (2)	0	0	0	0
Intern explains content in a way that is appropriate to students and connects to previous knowledge and experience.	75% (3)	25% (1)	0	0	0	0
Intern speaks clearly and correctly, and vocabulary is appropriate to students' ages and interests.	50% (2)	50% (2)	0	0	0	0
<b>Component 3b: Using Questioning and Discussion Techniques</b>						
Most intern questions require higher order thinking, and adequate wait time is allowed for student responses.	25% (1)	50% (2)	25% (1)	0	0	0
Intern facilitates discussion among students.	50% (2)	50% (2)	0	0	0	0
Intern attempts to engage all students in the discussion.	50% (2)	50% (2)	0	0	0	0
<b>Component 3c: Engaging Students in Learning</b>						
Activities and assignments are appropriate to students and engage them in exploring content.	75% (3)	25% (1)	0	0	0	0
Instructional grouping is appropriate to students and instructional goals.	75% (3)	25% (1)	0	0	0	0
Materials and resources engage students in attaining instructional goals.	75% (3)	25% (1)	0	0	0	0
Structure and pacing of activities are appropriate to students and goals.	75% (3)	25% (1)	0	0	0	0

<b>Component 3d: Using Assessment in Instruction</b>						
Assessment criteria and performance standards are understood by students.	50% (2)	50% (2)	0	0	0	0
Monitors student progress during the lesson and adjusts as needed.	50% (2)	50% (2)	0	0	0	0
Teacher feedback to students is timely and appropriate.	75% (3)	25% (1)	0	0	0	0
Students use assessment criteria and performance standards to assess their own work.	50% (2)	50% (2)	0	0	0	0
<b>Component 3e: Demonstrating Flexibility and Responsiveness</b>						
Makes adjustments to plan as needed with minimal disruption to lesson flow.	75% (3)	25% (1)	0	0	0	0
Responds appropriately to students' questions and interests.	100% (4)	0	0	0	0	0
Seeks strategies for working successfully with students who are having difficulty learning content.	50% (2)	50% (2)	0	0	0	0

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>	Target (3.0) Performing at the level of a beginning teacher	Near Target (2.5) Rarely needs assistance	Proficient (2.0) Performing at the level of a beginning intern	Above Basic (1.5) Needs only modest assistance	Basic (1.0) Still needs assistance	Below Basic (0) Requires growth and practice
<b>Component 4a: Reflecting on Teaching</b>						
Intern assesses with some accuracy the effectiveness of the lesson and progress toward achieving instructional goals, citing evidence.	75% (3)	25% (1)	0	0	0	0
Intern describes what he/she will try next time as a result of this experience.	75% (3)	25% (1)	0	0	0	0
<b>Component 4b: Maintaining Accurate Records</b>						
System for maintaining a record of student completion of assignments is effective.	25% (1)	75% (3)	0	0	0	0
System for maintaining a record of student progress on learning goals is effective.	25% (1)	75% (3)	0	0	0	0

System for maintaining a record of non-instructional activities is effective.	25% (1)	75% (3)	0	0	0	0
<b>Component 4c: Communicating with Families</b>						
Intern provides information to families about the instructional program.	25% (1)	75% (3)	0	0	0	0
Intern communicates with families regularly about students' progress and is available to discuss concerns as needed.	25% (1)	75% (3)	0	0	0	0
<b>Component 4d: Participating in a Professional Community</b>						
Relationships with colleagues are mutually supportive and cooperative.	75% (3)	25% (1)	0	0	0	0
Intern is an active participant in a culture of professional inquiry.	75% (3)	25% (1)	0	0	0	0
Intern volunteers to participate in school events and/or in school and district projects.	75% (3)	25% (1)	0	0	0	0
<b>Component 4e: Growing and Developing Professionally</b>						
Intern seeks to improve content knowledge and pedagogical skills.	75% (3)	25% (1)	0	0	0	0
Intern welcomes feedback from colleagues and peers.	100% (4)	0	0	0	0	0
<b>Component 4f: Showing Professionalism</b>						
Intern displays high standards of honesty, integrity, and confidentiality in interactions.	100% (4)	0	0	0	0	0
Intern displays a desire to serve students.	100% (4)	0	0	0	0	0
Intern works to ensure that all students have a fair opportunity to succeed.	100% (4)	0	0	0	0	0
Intern maintains an open mind.	100% (4)	0	0	0	0	0
Intern complies fully with school and district regulations.	100% (4)	0	0	0	0	0

#### **Mentor Recommendations Regarding Licensure:**

- **100% (4) mentor teachers would be comfortable recommending licensure for ECE grads.**

## 2014-15 Mentor Final Evaluation of Program – ECE

N = 4

Indicator	Rating
My overall rating of my experience THIS YEAR with Lyon's Teacher Education program was:	50% (2) = Excellent 50% (2) = Good
The material I received to assist me was well organized and presented clearly and I was given contact information and knew exactly how to contact the Lyon College Faculty representative with whom I worked.	75% (3) = Yes 25% (1) = Somewhat or not sure
Discussions and interactions between a Lyon Teacher Education faculty member and myself were encouraged and facilitated effectively and I was given advice, feedback, or assistance in a timely manner if requested.	100% (4) = Yes
I felt respected by the Lyon College Faculty Member.	100% (4) = Yes
I would consider working with Lyon College teacher education students again in the future.	100% (4) = Yes
I felt the Lyon College Faculty member visited the student intern and/or my classroom	100% (4) = About the right number of times

### Comments:

#### 1. What do you consider to be the **STRONGEST** aspect of the Teacher Education program?

Committed students who have a desire to learn how to do their future job successfully.

The strongest aspect of Lyon's Education program is that the intern observes the year prior to his/her student teaching.

#### 2. What do you consider to be the **WEAKEST** aspect of the Teacher Education program?

Modeling for interns how the real classroom is and how daily lesson plans are to be developed.

The weakest aspect is the intern has other classes going on and is not able to commit to the internship completely. He/She has to leave within the day to make the other class.

#### 3. Do you have any additional comments or suggestions for changes that could improve the Lyon Teacher Education Program?

Model more lessons for students to use in the classroom and where they can find resources to build lessons or lesson plans.

I feel the intern should stay in the classroom all day to get the full advantage of working with the classroom teacher and the full experience of teaching.

MAKE IT A MAJOR WHICH STANDS ON ITS OWN, NOT DEPENDENT ON A SECOND MAJOR!

## 2014-15 Mentor Final Evaluation of Interns – Secondary

N = 6

<b>DOMAIN 1: PLANNING AND PREPERATION</b>	Target (3.0) Performing at the level of a beginning teacher	Near Target (2.5) Rarely needs assistance	Proficient (2.0) Performing at the level of a beginning intern	Above Basic (1.5) Needs only modest assistance	Basic (1.0) Still needs assistance	Below Basic (0) Requires growth and practice
<b>Component 1a: Demonstrating Knowledge of Content and Pedagogy</b>						
Displays knowledge of content and the structure of the discipline.	83.33% (5)	16.67% (1)	0	0	0	0
Displays knowledge of prerequisite relationships among topics and concepts.	83.33% (5)	0	16.67% (1)	0	0	0
Displays knowledge of content-related pedagogy.	50% (3)	50% (3)	0	0	0	0
<b>Component 1b: Demonstrating Knowledge of Students</b>						
Displays knowledge of child and adolescent development.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
Displays knowledge of how students learn.	50% (3)	33.33% (2)	16.67% (1)	0	0	0
Displays understanding of the importance of knowing students' skills, knowledge, and language proficiency.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
Displays knowledge of students' interests and cultural heritage.	66.67% (4)	16.67% (1)	0	16.67% (1)	0	0
Displays knowledge of students' special needs.	50% (3)	33.33% (2)	16.67% (1)	0	0	0
<b>Component 1c: Setting Instructional Outcomes</b>						
Outcomes represent appropriate expectations, rigor, alignment, and sequence.	50% (3)	33.33% (2)	16.67% (1)	0	0	0
Outcomes are clearly written in terms of student learning and are measurable.	83.33% (5)	0	16.67% (1)	0	0	0
Outcomes reflect different types of learning.	50% (3)	33.33% (2)	16.67% (1)	0	0	0
Outcomes are suitable for diverse learners.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0

<b>Component 1d: Demonstrating Knowledge of Resources</b>						
Displays awareness of resources available in the school or district and some knowledge of those available through external sources.	83.33% (5)	16.67% (1)	0	0	0	0
Displays awareness of resources that may enhance content and pedagogical knowledge.	83.33% (5)	16.67% (1)	0	0	0	0
Displays awareness of resources for students.	66.67% (4)	33.33% (2)	0	0	0	0
<b>Component 1e: Designing Coherent Instruction</b>						
Learning activities are appropriate to students and support learning outcomes.	66.67% (4)	33.33% (2)	0	0	0	0
Materials to be used are appropriate to students and support learning outcomes.	83.33% (5)	16.67% (1)	0	0	0	0
Grouping is appropriate to students' needs and supports learning outcomes.	66.67% (4)	33.33% (2)	0	0	0	0
Lesson is coherent and well organized and pacing is appropriate.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
<b>Component 1f: Designing Student Assessments</b>						
Assessment strategy is aligned with learning outcomes.	50% (3)	50% (3)	0	0	0	0
Assessment criteria and standards are clear.	50% (3)	50% (3)	0	0	0	0
Assessment strategy includes formative evaluation methods.	83.33% (5)	16.67% (1)	0	0	0	0
Considers how assessment results may be used to plan for future lessons.	83.33% (5)	0	16.67% (1)	0	0	0

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>	Target (3.0) Performing at the level of a beginning teacher	Near Target (2.5) Rarely needs assistance	Proficient (2.0) Performing at the level of a beginning intern	Above Basic (1.5) Needs only modest assistance	Basic (1.0) Still needs assistance	Below Basic (0) Requires growth and practice
<b>Component 2a: Creating an Environment of Respect and Rapport</b>						
Teacher-student interactions are mutually friendly and respectful and are appropriate to the age and cultures of the students.	100% (6)	0	0	0	0	0
Student interactions with each other are generally polite and mutually respectful.	100% (6)	0	0	0	0	0
<b>Component 2b: Establishing a Culture for Learning</b>						
Displays enthusiasm for content and students recognize its value.	83.33% (5)	0	16.67% (1)	0	0	0
Displays high expectations for students through instructional outcomes, activities, assignments, and classroom interactions.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
Students accept teacher's high expectations and take pride in their work.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
<b>Component 2c: Managing Classroom Procedures</b>						
Instructional groups are well organized and productive with minimal supervision.	83.33% (5)	16.67% (1)	0	0	0	0
Transitions are smooth with minimal loss of instructional time.	66.67% (4)	33.33% (2)	0	0	0	0
Utilizes resources with minimal loss of instructional time.	66.67% (4)	33.33% (2)	0	0	0	0
Manages non-instructional duties efficiently.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
<b>Component 2d: Managing Student Behavior</b>						
Standards of conduct are clear to all students.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
Intern is alert and responsive to student behavior at all times.	50% (3)	33.33% (2)	16.67% (1)	0	0	0
Intern's response to misbehavior is appropriate to students and respects the dignity of students, or student behavior is generally appropriate.	50% (3)	16.67% (1)	33.33% (2)	0	0	0

<b>DOMAIN 3: INSTRUCTION</b>	Target (3.0) Performing at the level of a beginning teacher	Near Target (2.5) Rarely needs assistance	Proficient (2.0) Performing at the level of a beginning intern	Above Basic (1.5) Needs only modest assistance	Basic (1.0) Still needs assistance	Below Basic (0) Requires growth and practice
<b>Component 3a: Communicating with Students</b>						
Intern's purpose for the lesson is clear, and connections to broader learning are clear.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
Intern clearly explains directions and procedures to students.	83.33% (5)	16.67% (1)	0	0	0	0
Intern explains content in a way that is appropriate to students and connects to previous knowledge and experience.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
Intern speaks clearly and correctly, and vocabulary is appropriate to students' ages and interests.	83.33% (5)	16.67% (1)	0	0	0	0
<b>Component 3b: Using Questioning and Discussion Techniques</b>						
Most intern questions require higher order thinking, and adequate wait time is allowed for student responses.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
Intern facilitates discussion among students.	66.67% (4)	16.67% (1)	0	0	16.67% (1)	0
Intern attempts to engage all students in the discussion.	50% (3)	33.33% (2)	0	16.67% (1)	0	0
<b>Component 3c: Engaging Students in Learning</b>						
Activities and assignments are appropriate to students and engage them in exploring content.	83.33% (5)	16.67% (1)	0	0	0	0
Instructional grouping is appropriate to students and instructional goals.	83.33% (5)	16.67% (1)	0	0	0	0
Materials and resources engage students in attaining instructional goals.	83.33% (5)	16.67% (1)	0	0	0	0
Structure and pacing of activities are appropriate to students and goals.	66.67% (4)	33.33% (2)	0	0	0	0



<b>Component 3d: Using Assessment in Instruction</b>						
Assessment criteria and performance standards are understood by students.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
Monitors student progress during the lesson and adjusts as needed.	83.33% (5)	16.67% (1)	0	0	0	0
Teacher feedback to students is timely and appropriate.	83.33% (5)	16.67% (1)	0	0	0	0
Students use assessment criteria and performance standards to assess their own work.	66.67% (4)	16.67% (1)	0	0	16.67% (1)	0
<b>Component 3e: Demonstrating Flexibility and Responsiveness</b>						
Makes adjustments to plan as needed with minimal disruption to lesson flow.	83.33% (5)	16.67% (1)	0	0	0	0
Responds appropriately to students' questions and interests.	83.33% (5)	16.67% (1)	0	0	0	0
Seeks strategies for working successfully with students who are having difficulty learning content.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>						
	Target (3.0) Performing at the level of a beginning teacher	Near Target (2.5) Rarely needs assistance	Proficient (2.0) Performing at the level of a beginning intern	Above Basic (1.5) Needs only modest assistance	Basic (1.0) Still needs assistance	Below Basic (0) Requires growth and practice
<b>Component 4a: Reflecting on Teaching</b>						
Intern assesses with some accuracy the effectiveness of the lesson and progress toward achieving instructional goals, citing evidence.	83.33% (5)	16.67% (1)	0	0	0	0
Intern describes what he/she will try next time as a result of this experience.	83.33% (5)	0	0	0	16.67% (1)	0
<b>Component 4b: Maintaining Accurate Records</b>						
System for maintaining a record of student completion of assignments is effective.	83.33% (5)	16.67% (1)	0	0	0	0
System for maintaining a record of student progress on learning goals is effective.	83.33% (5)	0	16.67% (1)	0	0	0

System for maintaining a record of non-instructional activities is effective.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
<b>Component 4c: Communicating with Families</b>						
Intern provides information to families about the instructional program.	50% (3)	33.33% (2)	0	0	0	16.67% (1)
Intern communicates with families regularly about students' progress and is available to discuss concerns as needed.	33.33% (2)	50% (3)	0	0	0	16.67% (1)
<b>Component 4d: Participating in a Professional Community</b>						
Relationships with colleagues are mutually supportive and cooperative.	83.33% (5)	16.67% (1)	0	0	0	0
Intern is an active participant in a culture of professional inquiry.	83.33% (5)	0	16.67% (1)	0	0	0
Intern volunteers to participate in school events and/or in school and district projects.	66.67% (4)	16.67% (1)	16.67% (1)	0	0	0
<b>Component 4e: Growing and Developing Professionally</b>						
Intern seeks to improve content knowledge and pedagogical skills.	83.33% (5)	16.67% (1)	0	0	0	0
Intern welcomes feedback from colleagues and peers.	100% (6)	0	0	0	0	0
<b>Component 4f: Showing Professionalism</b>						
Intern displays high standards of honesty, integrity, and confidentiality in interactions.	100% (6)	0	0	0	0	0
Intern displays a desire to serve students.	100% (6)	0	0	0	0	0
Intern works to ensure that all students have a fair opportunity to succeed.	100% (6)	0	0	0	0	0
Intern maintains an open mind.	100% (6)	0	0	0	0	0
Intern complies fully with school and district regulations.	100% (6)	0	0	0	0	0

#### **Mentor Recommendations Regarding Licensure:**

- **100% (6) mentor teachers would be comfortable recommending licensure for SEC grads.**

## 2014-15 Mentor Final Evaluation of Program – Secondary

N = 6

Indicator	Rating
My overall rating of my experience THIS YEAR with Lyon's Teacher Education program was:	66.67% (4) = Excellent 33.33% (2) = Good
The material I received to assist me was well organized and presented clearly and I was given contact information and knew exactly how to contact the Lyon College Faculty representative with whom I worked.	100% (6) = Yes
Discussions and interactions between a Lyon Teacher Education faculty member and myself were encouraged and facilitated effectively and I was given advice, feedback, or assistance in a timely manner if requested.	100% (6) = Yes
I felt respected by the Lyon College Faculty Member.	100% (6) = Yes
I would consider working with Lyon College teacher education students again in the future.	66.67% (4) = Yes 33.33% (2) = No (both are retiring)
I felt the Lyon College Faculty member visited the student intern and/or my classroom	83.33% (5) = About the right number of times 16.67% (1) = Not enough

### Comments:

#### 1. What do you consider to be the **STRONGEST** aspect of the Teacher Education program?

Student interns have strong backgrounds in their curriculum areas.

My intern was well-prepared and had a great knowledge base.

The students come to me prepared for the classroom experience.

#### 2. What do you consider to be the **WEAKEST** aspect of the Teacher Education program?

The interns do not receive the full impact of what a teacher's day is really like. For instance, my intern this spring left at lunch, never getting the chance to interact with other teachers or within extracurricular events.

The half days did not allow a full schedule for the intern.

#### 3. Do you have any additional comments or suggestions for changes that could improve the Lyon Teacher Education Program?

No

Keep sending good interns!

None

## Program Updates

### Review of Mission:

- No changes have been made to the program's mission, vision, or student learning outcomes as these are aligned with standards and competencies associated with accreditation.

### Licensure:

- ADE revisions to secondary content competencies are available and need to be aligned to current programs at the secondary level in preparation for reaccreditation.
- Programs were approved by Lyon and ADE for Elementary Education (K-6) and Vocal Music Education (K-12)
- New programs under consideration: Instrumental music education (K-12), Biology (7-12), Chemistry (7-12)
- Revision is underway for the coaching endorsement in order to meet state requirements.
- Criminal background checks have been completed as part of placement in practicum courses. The clearance will cover the students through internship. Grads will be required to have a new check prior to licensure.
- The new minimum cumulative GPA of 2.75 is now in effect for students wishing to enter the junior-level practicum courses and must be maintained through the remainder of the program. Five prospective candidates were ineligible for practicum in fall 2015 because they did not meet the GPA requirement.

### Program:

- New database for recordkeeping is in use. New administrative assistant is learning how to use it.

## Recommendations for Improvements/Changes from 2014:

(Recommendations are in red. Actions are in black.)

- **A new full-time faculty member will be needed if the Elementary Education proposal is approved at the campus and ADE levels.**  
AAC has requested approval for a new faculty member for Elementary Ed, and the search will be organized when approval is received.
- **We should work with UACCB on a 2 + 2 program if Elementary Ed is approved.**  
UACCB has declined to work on a 2 + 2 program as a result of their new agreement with UALR to offer an elementary program that is primarily online.
- **Work must continue on aligning secondary programs to the state's competencies and teaching standards.**  
This is ongoing. The new elementary education program is fully aligned with state requirements, and the secondary programs will be aligned in preparation for the reaccreditation process. Projected completion in spring 2016.

- We should explore the feasibility of offering new STEM preparation programs at the secondary level utilizing existing degree areas.  
New programs under consideration: Instrumental music education (K-12), Biology (7-12), Chemistry (7-12), and possibly Computer Science (4-12)

- We should begin preparing in 2015 – 16 for our next accreditation review.  
I am currently working on a timeline for completing our self-study and outlining the work to be done. Our visit is in spring 2017 (no date yet), and we have to submit our report 8 months prior. We will not be required to complete SPA reports under the CAEP Review with Feedback option for accreditation. All program data will be included in one report.

## **New Recommendations for Improvements/Changes:**

- Preparations must be made to hire and orient a new faculty member for Elem. Ed.
- The self-study for CAEP accreditation must be written in spring/summer 2016 and preparations made for the team visit in spring 2017.
- All program documents (catalog copy, handbooks, forms, etc.) must be reviewed and revised as necessary to reflect current policy and practice.
- Review/revise the program mission statement, learning outcomes, etc. as part of the self-study process.